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The Dynamics of English Writing Development in Advanced Chinese Learners

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Appendix

Appendix 1. Questionnaire

1. Sex
2. Grade
3. Major
4. What was your CEE score?
5. What was the English score in CEE?
6. Did you pass CET-4?
7. How many times did you take CET-4?
8. Did you pass CET-6?
9. How many times did you take CET-6?
10. Which of the following did you find most difficult while studying for the test?
A. listening B. speaking C. reading D. writing E. translating
11. On which of the following skills did you spend most time while studying for the test?
A. listening B. speaking C. reading D. writing E. translating
12. On which of the following did you improve the most while studying for the test?
A. listening B. speaking C. reading D. writing E. translating

On a scale from 1 (very little) to 4 (very much) indicate what factors motivated you to study for the English test.

		1	2	3	4
13	I like the English language very much.				
14	I needed to pass the CET test.				
15	I liked the way my teacher taught English.				
16	I need English because I will go abroad.				
17	I studied English because my parents believe it is important				
18	I studied English because my friends believe it is important				
19	I studied English because I believe it is important for my future work.				
20	I studied English because I'm preparing to take the graduate entrance exam				

On a scale from 1 (very little) to 4 (very much) indicate what factors help you to learn English in college.

		1	2	3	4
21	My teacher				
22	My textbook				
23	Using internet in English				
24	Watching English movies				
25	Listening to English songs				
26	Using dictionaries				
27	Going to a private English training center out of campus				

28. At senior school, I studied English for ____ hours each week
 A. 2-3 B. 3-5 C. 5-8 D. 8-10 E. >10
29. At university, I studied English for ____ hours each week when I had an English course
 A. 2-3 B. 3-5 C. 5-8 D. 8-10 E. >10
30. Now, I spend about ____ hours each week to learn English.
 A. 0 B. 1-3 C. 4-6 D. 7-10 E. >10
31. I have taken about ____ English tests since I started studying English.
 A. < 4 B. 4-8 C. 9-15 D. 16-20 E. 21-30 F. >30
32. The highest score of my English test in college is ____ / ____ If forgotten, choose one of the following.
 A. >90 B. 80-90 C. 70-80 D. 60-70 E. 45-60 F. <45
33. The lowest score of my English in college is ____ If forgotten, choose one of the following.
 A. >90 B. 80-90 C. 70-80 D. 60-70 E. 45-60 F. <45
34. What percentage of media (television/radio) is in English?
 A. < 10% B. 10 – 30 % C. 30 – 50 % D. 50-70 % E. 70-90 %
 F. >90 %
35. What percentage of reading (books/newspapers) is in English?
 A. < 10% B. 10 – 30 % C. 30 – 50 % D. 50-70 % E. 70-90 %
 F. >90 %

On a scale from 1 (do not agree at all) to 4 (I totally agree) indicate to what extent you agree with the following statements. what factors help you to learn English in college.

		1	2	3	4
36	English courses should be offered for us during for the whole time we are in college.				
37	Learning English takes a lot of time.				
38	Learning English well takes a lot of effort.				
39	Learning English at college is a waste of time.				
40	My English level has improved during my college courses.				
41	I improved a lot in vocabulary during my college courses.				
42	I improved a lot in grammar during my college courses.				
43	I improved a lot in listening speaking during my college courses.				
44	I improved a lot in speaking during my college courses.				
45	I improved a lot in reading during my college courses.				
46	I improved a lot in writing during my college courses.				
47	My English has not improved during my college courses.				
48	I don't like CET-4/6				
49	Any test of English can stimulate my learning hard				
50	Any test of English can pressure me in learning				
51	Passing test is the main motivation for my learning of English				

If you are still learning English, please indicate on a scale from 1 (do not agree at all) to 4 (I totally agree) to what extent you agree with the following statements.

		1	2	3	4
52	I'm still learning English in order to pass CET-4				
53	I'm still learning English in order to pass CET-6				
54	I'm still learning English in order to pass the Graduates Entrance Examination				
55	I'm still learning English in order to benefit my employment in the future				
56	I'm still learning English in order to go abroad				
57	I'm still learning English just because of interest				

Appendix 2. CAFIC rubric

The writing samples will be holistically graded on a number of complexity, accuracy, fluency and effective writing features. To help you distinguish between the different features, the following rubric has been created. For each rubric, think of 1 as the lowest and 5 as the highest in this corpus. In other words these are relative scores, comparing the writers in this corpus to each other.

Criteria	Description
Complexity 1-5	Look at complexity holistically in all the following sub-areas and try to find a balanced score. Ignore any errors here (unless they impede understanding) because they will be dealt with under accuracy. So a good attempt at a very complex sentence may be rewarded. 1.sentence constructions : from (1) very simple to (5) very complex with a great deal of embedding 2.verb phrases: from (1) only present tense to (5) different tenses, showing high flexibility tenses use, including modals, passives, etc. 3.lexicon: from (1) very easy frequent words to (5) infrequent, sophisticated word use, including academic words.
Accuracy 1-5	Look at the total number of errors and rate as follows: from (1) full of errors to (5) very few errors. The errors may occur in the following areas: 1.Grammar: subject-verb agreement, tense not used correctly, incorrect use of prepositions 2.Syntax: word order, incorrect use of conjunctions or formation of dependent clause 3.Word use: words used inappropriately or with the wrong sense 4.Spelling and punctuation: words misspelled and/or incorrect punctuation
Fluency 1-5	Text length: From (1) the shortest texts in the corpus to (5) the longest text in the corpus.
Idiomatcity 1-5	Look at how idiomatically words are combined. Does the writer use chunks such as 'stay up late' at all and if so, how many? Idiomatic word use: From (1) expresses things very awkwardly and does not use any native-like chunks to (5) uses many fully idiomatic collocations and longer chunks (conventionalized ways of saying things) that sound like 'natural' and idiomatic English.
Coherence 1-5	Read the text as a whole without paying attention to the areas above, but pay attention to 'flow'. Do sentences have natural flow so that you can understand what is being said without having to reread sentences? Is there a focus and are all sentences in a paragraph related? If there are more paragraphs, are they connected?

Appendix 3. Measurements of Synlex Complexity-- Lu

1. Lexical Complexity Analyzer

Measure	Code	Formula
Lexical density	LD	N_{lex}/N
Lexical sophistication-I	LS1	N_{slex}/N_{lex}
Lexical sophistication-II	LS2	T_s/T
Verb sophistication-I	VS1	T_{sverb}/N_{verb}
Corrected VS1	CVS1	$T_{sverb}/\sqrt{2N_{verb}}$
Verb sophistication-II	VS2	T_{sverb}^2/N_{verb}
Number of different words	NDW	T
NDW (first 50 words)	NDW-50	T in the first 50 words of sample
NDW (expected random 50)	NDW-ER50	Mean T of 10 random 50-word samples
NDW (expected sequence 50)	NDW-ES50	Mean T of 10 random 50-word sequences
Type/Token ratio	TTR	T/N
Mean Segmental TTR (50)	MSTTR-50	Mean TTR of all 50-word segments
Corrected TTR	CTTR	$T/\sqrt{2N}$
Root TTR	RTTR	$T\sqrt{N}$
Bilogarithmic TTR	LogTTR	$\text{Log}T/\text{Log}N$
Uber Index	Uber	$\text{Log}^2T/\text{Log}(N/T)$
D measure	D	Based on D in Equation (1)
Lexical word variation	LV	T_{tex}/N_{lex}
Verb variation-I	VV1	T_{verb}/N_{verb}
Squared VV1	SVV1	T_{verb}^2/N_{verb}
Corrected VV1	CVV1	$T_{verb}/\sqrt{2N_{verb}}$
Verb variation-II	VV2	T_{verb}/N_{lex}
Noun variation	NV	T_{noun}/N_{lex}
Adjective variation	AdjV	T_{adj}/N_{lex}
Adverb variation	AdvV	T_{adv}/N_{lex}
Modifier variation	ModV	$(T_{adj}+T_{adv})/N_{lex}$

2. L2 Syntactic complexity Analyzer

Measure	Code	Definition
Type 1: Length of production unit		
Mean length of clause	MLC	# of words / # of clauses
Mean length of sentence	MLS	# of words / # of sentences
Mean length of T-unit	MLT	# of words / # of T-units
Type 2: Sentence complexity		
Sentence complexity ratio	C/S	# of clauses / # of sentences
Type 3: Subordination		
T-unit complexity ratio	C/T	# of clauses / # of T-units
Complex T-unit ratio	CT/T	# of complex T-units / # of T-units
Dependent clause ratio	DC/C	# of dependent clauses / # of clauses
Dependent clauses per T-unit	DC/T	# of dependent clauses / # of T-units
Type 4: Coordination		
Coordinate phrases per clause	CP/C	# of coordinate phrases / # of clauses
Coordinate phrases per T-unit	CP/T	# of coordinate phrases / # of T-units
Sentence coordination ratio	T/S	# of T-units / # of sentences
Type 5: Particular structures		
Complex nominals per clause	CN/C	# of complex nominals / # of clauses
Complex nominals per T-unit	CN/T	# of complex nominals / # of T-units
Verb phrases per T-unit	VP/T	# of verb phrases / # of T-units

Appendix 4. Students' writing Samples

1.Senior high school student X

Should students wear uniforms?

Today, our class had a discussion about whether we should wear school uniforms. Our classmates have different opinions about the theme.

Most of our class believe that our school uniforms are ordinary but comfortable to wear, so wearing uniforms is good. And the unified can also make us be more concentrate on our study but pay much attention to what to wear. However, the other students hold a different view that wearing uniforms is nothing good to our study and a little bad for our own creative.

As for me, wearing uniform is like a daily work. I don't think it's a wonderful idea. For our uniforms all have bad quality. It's too hot in summer and too cold in winter. But on the other hand, it's also a good way for us to show our proud and respect to our school.

2.University lower level student X

The conflict with my mother

Last year, I had a conflict with my mother on my study. She always said, 'you should study hard, then you will get a good job in the future.' But I was tired of these words. I thought the future is far from me. So I just play games all the time. I was addicted to the computer games. What's worse, I couldn't get rid of it. After that, my mother was angry and sad. She told me that I shouldn't be so bad that she could not believe it. She suggested I should do more exercise instead of sitting in front of computer. As the time went by, I found that the games are boring. And I should face life. Mother is right. One day, I suddenly found a white hair on my mother's head. I feed so sad. Then I became work hard . in addition, I became more and more health because of more exercise. Finally, the smile was found on my mother's face again. I am so happy.

3.University higher level student X

Diploma and success

With the advent of new century, human society come to a new era, embracing the age of knowledge economy. As a result, knowledge plays more than important role in the present human world, which directly leads to the action of accumulating knowledge being in vogue. As we all know, the most common way to accumulate knowledge is to go to school, namely get educated, and get a diploma as a qualification. Then one problem arises, does diploma have any necessary relation with knowledge? Opinions on this issue divers.

The partly who answers 'yes' believes that diploma stands for how much a person has been educated. It's an official proof of one's degree of education. And it's the most efficient way to exhibit one's knowledge accumulation.

However, the opposite party have their own idea. They have a strong belief that there exists great corruption in our present education system, which means a certain degree of diploma is priced certainly. So we have to doubt the facticity of the diploma.

As far as I can see, there's no necessary relationship between diploma and knowledge. Albeit we can say having a diploma can add to the opportunity to get a job, it is just a certification, and it's just exterior. What we should set our sight on is the interior factor knowledge. After all, when you've got an abundant accumulation of knowledge, is there any excuse for you not to get a diploma?

Appendix 5. Descriptive analytic scores

For all tables

** Difference is significant at the .01 level (2-tailed).

* Difference is significant at the .05 level (2-tailed).

In bold, measures that showed a significant gain;

in shaded boxes, measures that show a strong trend.

As these data did not follow a normal distribution ($SWs < .914$, $ps < .05$), Wilcoxon Signed-Rank Tests were used and differences in medians and interquartile ranges are provided instead of means and standard deviations.

Table A5-1 Results lexical density and sophistication measures

Measures	Group 1		Group 2		Group 3	
	Mean/mdn difference	Sig.	Mean/mdn difference	Sig.	Mean/mdn difference	Sig.
LD	.013	.086	.033	.028*	-.004	.525
LS1	-.025	.051	-.055	.006**	-.012	.313
LS2	-.004	.654	-.023	.020**	.019	.008**
VS1	.007	.510	-.030 [#]	.888	.011	.397
VS2	.050 [#]	.603	-.010	.936	.070 [#]	.492
CVS1	.011	.717	.013	.872	.050	.320

Table A5-2 Results general lexical variation measures

Measures	Group 1		Group 2		Group 3	
	Mean/mdn difference	Sig.	Mean/mdn difference	Sig.	Mean/mdn difference	Sig.
NDW	8.826	.001**	-.250 [#]	.326	-3.250 [#]	.925
NDWZ-50	.826	.181	.313	.848	-.389	.529
NDW-ERZ50	1.200 [#]	.046*	-.225	.772	.775 [#]	.089
NDW-ESZ50	1.700 [#]	.121	-1.100 [#]	.674	.150 [#]	.206
TTR	.030 [#]	.117	-.025	.253	.009	.266
MSTTR	.020 [#]	.105	.101	.561	.010	.116
CTTR	.321	.001**	-.020 [#]	.799	.015 [#]	.420
RTTR	.467	.000**	-.025 [#]	.833	.0018 [#]	.433
LOGTTR	.010 [#]	.124	-.015 [#]	.101	.002	.489
Uber	1.773	.009**	-.338	.696	.659	.133

Table A5-3 Results specific lexical variation measures

Measures	Group 1		Group 2		Group 3	
	Mean/mdn difference	Sig.	Mean/mdn difference	Sig.	Mean/mdn difference	Sig.
VV1	.063	.001**	-.024	.264	.012	.560
SVV1	2.211	.000**	-.568	.618	1.228	.344
CVV1	.240	.000**	-.048	.667	.102	.317
LV	.042	.021*	-.059	.011*	.020	.114
VV2	.010 [#]	.974	-.045	.056	.019	.034*
NV	.026	.270	-.098	.008**	-.008	.660
Adj.V	.006	.621	.010 [#]	.670	.018	.006**
Adv.V	.010 [#]	.049*	-.025	.060	.000	1.000
Mod.V	.019	.161	-.029	.195	.023 [#]	.016*

Table A5-4 Results syntactic complexity measures

Measures	Group 1		Group 2		Group 3	
	Mean/mdn difference	Sig.	Mean/mdn difference	Sig.	Mean/mdn difference	Sig.
MLS	3.677	.000**	1.435 [#]	.208	-4.689	.000**
MLT	1.780 [#]	.005**	2.818	.083	-5.124	.000**
MLC	.790 [#]	.003**	2.463	.079	.926	.150
C/S	.025	.975	-.066	.380	-.356	.000**
C/T	.011	.852	-.058	.402	-.359	.000**
CT/T	-.003	.935	-.009	.875	-.179	.001**
DC/C	.010 [#]	.988	-.043	.223	-.089	.001**
DC/T	.019	.725	-.195	.278	-.295	.000**
CP/C	.040 [#]	.006*	.020 [#]	.496	.080 [#]	.011*
CP/T	.070 [#]	.007**	-.033	.688	.085 [#]	.035*
T/S	-.030 [#]	.955	-.005	.834	.030 [#]	.512
CN/C	.151	.007**	.341	.002**	-.101	.194
CN/T	.280 [#]	.011*	.439	.006**	-.539	.001**
VP/T	.210 [#]	.016*	.124	.232	-.278	.014*

Appendix 6. Example coding and analyses

1. Student x - Pros and cons of exercise

*Nowadays** [compound 1 total 1], exercise is *considered as *a good way to *lead a healthy life** [particle 2 structure 4 collocation 4 total 10] by many people, but, not *all of the people *agree with** [particle 3 particle 2 total 5] it. There are *pros and cons /of/** [compound 3 particle 4 total 4] exercise. Exercise *plays an important role *in our lives** [collocation 4 particle 3 total 7], there are *many advantages of** [particle 3 total 3] it. *For example** [discourse 2 total 2], first, exercise provides us *an way of** [particle 3 total 3] outlet. Many people including *both the old and the young *choose exercise to reduce** [structure 2 complement 2 total 4] their stress. Secondly, we can *make friends /with/** [collocation 2 particle 3 total 3] others through exercise. Exercise can *build up *the relationship between** [particle 2 particle 3 total 5] friends. Third, some researchers *suggests that** [complement 2 total 2] exercise may *power up** [particle 2 total 2] the brain. Exercise may make the brain *better able to *process information** [complement 3 collocation 2 total 5].

Despite these pros, there are still *some cons of** [particle 3 total 3] exercise. *At first** [particle 2 total 2], too much exercise may *tip us over the edge into *a worse state of** [fixed phrase 6 particle 4 total 10] health. Plus, it cause iron loss which make our performances surely compromised. Next, exercise may *get us injured** [collocation 2 total 2], which will have *a bad influence** [collocation 3 total 3] in our *daily lives** [compound 2 total 2]. *Besides** [discourse 1 total 1], if we *do exercise *before work** [collocation 2 particle 2 total 4], we may *feel sleepy** [collocation 2 total 2] and have a low spirit in the work.

*To sum up** [discourse 3 total 3], we can't *live without** [particle 2 total 2] exercise though it does have some cons. Proper exercise let us have *a good mood** [collocation 3 total 3] and *live a longer and happier life** [collocation 6 total 6]. Many cons can be ignored if we *know how** [complement 2 total 2] and when to exercise. We should *know how *to deal with *the relationship between** [complement 2 particle 3 particle 3 total 8] exercise and rest. *Only *in this way can we *live */a better/ life** [structure 3 particle 3 collocation 4 collocation 3 total 10].

2. Explanation of the coding procedure:

- For 1 chunk: *chunk** [type length total total-length]
- For 2 chunks: *chunk1*chunk2** [type1 length1 type2 length2 total total-length]
- Words belonging to two chunks (e.g. in embedded chunks) are placed in between slashes //
- Only target-like chunks are counted
- Agreement errors such as 'an way of' in the example above are ignored.
- Words in the chunk only, so no slots nor words in the slots, were counted.

3. Measurements calculated

- Text length: total number of words in the text
- Number of words in chunks: total number of unique words in chunks
- Chunks count: absolute number of chunks in the text, including:
 - Total chunks count
 - Grammatical count
 - Lexical count
 - And an absolute number per type (structures/complements/compounds/particles/collocations/fix phrases/discourse)

- Chunk length: average number of words per unique chunk (based on total-length), including:
 - Total chunks length
 - Grammatical length
 - Lexical length
 - And an average length per type (structures/complements/compounds/particles/collocations/fix ed phrases/discourse)
- Chunk ratio: number of chunks / sqrt (text length), calculated for:
 - Total chunks length
 - Grammatical length
 - Lexical length
 - And a ratio per type (structures/complements/compounds/particles/collocations/fix ed phrases/discourse)
- Chunk coverage: number of words in chunks / text length

Appendix 7. Sample pre-post writings of the same L2 learner

30601-Diploma and knowledge

Recently, more and more people become crazy for high academic degree. People who believe in its necessity may have some arguments as follow. To begin with, diploma helps to tell the high-quality from normal people. The people who have high diploma have more knowledge and skills as to they are easier to adjust to the society. That's more, they own higher starting point, which appeal to many companies. Brilliant leaders prefer to choose elites to strengthen their teams. Therefore, owners of high diploma may have more chance to success under the help of other great minds.

By contrast, some people think that diploma has nothing to do with success. They maintain that diploma does not necessarily represent one's ability. Firstly, nowadays, more and more people tend to get diploma by using unfair measures such as money and politics. Fewer and fewer owners of diploma have real ability. Secondly, some people do have much knowledge, but except for books, they know little. They are good at getting high scores but are bad at enjoying the life. Finally, like Bill Gates, if you could catch sight of your future and then to pursue it with passion and energy, diploma will not be an obstacle on the way to success.

To sum up, diploma does have something to do with success to some degree. You need diploma to open the door of success, then you must use your abilities and excellent traits to get success!

30603-Pros and cons of exercise

As regards exercise, there has been a heated discussion among the general public in our society. Just as any coin has two sides, it's no exception with the issue of exercise.

People who believe in its pros may have some arguments as follows. Firstly, exercise strengthens the heart and lungs, bones and muscles as well as power up the brain. Vigorous physical exercise provides the brain with more fuel and skill-based one increases the formation of connections in the brain, which may make the brain better able to process information. Secondly, getting old could actually stem from declines in physical condition and joining in more physical activities may alleviate the progress of getting old. Thirdly, students who engage in regular physical activity have better performance than their inactive classmates because they derive self-

confidence, positive attitude and the spirit of persistence and cooperation from exercise. What's more, exercise makes our life more meaningful and colorful.

By contrast, some people think that exercise may get rise to a succession of negative effects. For one thing, we may get hurt in sports and some sports give much pressure on our knees and feet. At the same time, we may be at risk of iron deficiency when we do tense exercise even moderate one. If it happens, any additional iron loss from exercise may be enough to tip us over the edge unless we talk with a physicians to correct the deficiency. For another, some people are addicted to sports and distracted from their job and academic performance. They take the exercise too seriously and hard to strike a balance between life and exercise.

Weighing the pros and cons of exercise, we can naturally arrive at the conclusion that we should develop a right attitude toward it and choose sports wisely.

Appendix 8. The first and the last text written by each learner

Text 1 Julia

Diploma and success

Nowadays, it seems necessary for everyone to go to college to further their study and of course to get the diploma when graduation.

So they work in high gear to get access to better college and have a higher diploma. All that they do are for the sake of success. They want to be successful, but is the diploma equal to the success?

There are two points. Someone think so. The higher their diplomas are, the more successful they will be. They consider the government and many companies think highly of the diploma. The interviewer evaluates a person mostly by his diploma and it stands for one's value. So only when they have a good looking diploma, can they get a great job to achieve their emotions. However, as a matter of fact, a high diploma has already show their success.

Then on the other hand, some others don't agree with this. In their opinion, a person's success depends on his all kinds of skills, multitasking ability and adapting skills. A successful person should be able to make full use of what he learns and transform his knowledge to something useful that could contribute to his work.

Moreover, it needs many valuable spirits like passion, patience and never giving up to lead to success. So only a diploma is for more enough.

Well, it's time to put forward my point. In my thought, the diploma can provide a chance, a platform for you. So it's necessary, and then as the second point, we should use all our intelligence and power to claw our way to the success.

Text 12. Julia

How to deal with the misfortune

Every mountain has a peak, every valley has its low point. Life has its ups and downs, its peaks and its valleys. No one is up all the time, nor are they down all the time. When we live in the world, there's no doubt that we will come across the misfortune. A misfortune-free life is an illusion---- a mirage in the desert. It's no use doing nothing but complain about the unfairness fact or blame the God. So accept that fact.

When people meet with the misfortune, why do some people survive the tough time while others are overcome by it? It's all in how they perceive their misfortune. You may not be able to control the fate, but you can compose responses. You may not have chosen your tough time, but you can choose how you will react to it.

When you are disabled or fail in work or lose your possession, in this situation would it be the positive reaction to cop out and run away? Escape through alcohol, drug or suicide? No! the positive solution to misfortune may require courage to initiate it. When you control your reaction to seemingly uncontrollable misfortune of life, then in fact you do control its effect on you. It can make you tender or tough, better or bitter.

As a matter of fact, many times our eyes merely skim the surface of things. When we lift veil, we will find things aren't always what they seem.

There is a story. Two travelling angels came to a house of a very poor. The couple was very hospitable. When the sun came up, the next morning the angels found the couple in tears. Their only cow, whose milk had been their sole income, lay dead in the field. The younger angel was infuriated and accused the older one. "Things aren't always what they seem," the older angel replies, "last night as we slept in the farmers' bed, the angel of death came for his wife. I gave him the cow instead." so when you encounter the misfortune, keep in calm. As a king said "we must exchange the disadvantage for advantage." if you have faith, you just need to trust that every outcome is always to your advantage and react positively to your misfortune, you will improve yourself to see a whole new realm.

Every misfortune has a lifespan, no one is permanent.

Text 1. David

Diploma and success

As we know, Bill Gates belongs in the same class as Thomas Edison, Alexander Graham Bell, and other great minds who changed the world. He had ever become the richest people in the whole world and made a big success in his own career though he didn't get a diploma from Harvard University. You may feel it unbelievable that Gates make such a great success.

In fact, it is impossible that everyone of us students can get a suitable job and make a great achievement in the future like Bill Gates. But we should be more self-confident that we can try our best to do better through we don't graduate from our university smoothly. On the other hand, a diploma may lay the first brick in the foundation of the way to success, and it will be the best beginning of our career. In my opinion, the diploma is not the most important condition of one's success and the key to the top of career is one's efforts.

Bill Gates had been interested in computer program since he was young which played an important role in the process of his career.

If you can get a diploma, it is OK. But if not, don't lose your heart, trying your best is also a good way to success. You must remember that many strange people make a big success without a diploma such as Bill Gates and there is no direct relationship between diploma and success.

Text 12. David

How to deal with misfortune?

Everyone in the world won't be a lucky person all the time during his life. He or she must be forced to face different kinds of misfortunes. Some will get through those hard times while others will not. So we should take the right way to face the difficulties.

There are different kinds of misfortunes in our daily life. For example, if you meet the earthquake and it brings much diseases and the death of your relatives, what you should do is to keep calm rather than cry all the time. Keep calm and make a right decision about how to live a happy life in the future might be the good choice.

On the other hand, if you meet a terrible problem which is caused by your friends, don't be angry with them. Because there may be some reasons which you don't know. So choose a proper opportunity to talk with your friends and try to find a better solution to solve the problem. And then you would be happier forever.

According to these examples, the best way to deal with misfortune is to take a positive attitude rather than lose calm. Only in this way, will the misfortune become the ladder to your happy life.

Appendix 9. Writing topics

1	Diploma and success
2	Views on cloning
3	Do you want to be a celebrity?
4	How to build a harmonious society?
5	Stopping spoiling your children
6	Name and success
7	How to deal with stress?
8	There is a lot more to life, than making money
9	The fight against air pollution
10	What is education for?
11	Pros and cons of exercise
12	How to deal with misfortune?